DOCUMENT RESUME

ED 062 978 JC 720 135

AUTHOR Morgan, Don A., Ed.
TITLE The Two Year College Student and Student Personnel Services.
PUB DATE Apr 72
NOTE 43p.; A report of a symposium held June 1971, sponsored by Rochester State Junior College, Minnesota, and Rochester Extension Center and the Division of Educational Administration, both of the University of Minnesota
AVAILABLE FROM Director, Rochester Extension Center, University of Minnesota, 2120 E. Center Street, Building 4, Rochester, Minnesota 55901 ($1.50)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Conference Reports; *Institutional Research; *Junior Colleges; *Student Characteristics; *Student Needs; *Student Personnel Services; Student Personnel Work; Student Personnel Workers; Student Welfare

ABSTRACT

The goal of the second annual Rochester Symposium on the Two Year College Student was to examine various perspectives of student personnel services. The four papers included in this report are: (1) "Characteristics of Junior College Students"--which concludes that community colleges do have a significant impact and are really trying to meet the needs of their diverse populations; (2) "Two-Year Post Secondary Student Personnel Services: Organization and Functions"--which concludes that the student personnel services department must be designed to serve each individual institution and that effectiveness will depend on the overall institutional structure and philosophy and staff available; (3) "Student Personnel--A Multi-Campus Perspective"--which concludes that student personnel services should serve both students and society, involving counselors, faculty, deans, and presidents; and (4) "Prove It"--which concludes that a clear understanding of the purposes of institutional research is an important step toward institutional self-assessment. (RN)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 062978

THE TWO YEAR COLLEGE STUDENT

AND

STUDENT PERSONNEL SERVICES

A report of a symposium held

June 1971

Under the joint sponsorship of

Rochester State Junior College, Minnesota

Rochester Extension Center, University of Minnesota

and the

Division of Educational Administration, University of Minnesota

Edited by: Don A. Morgan

April 1972

College of Education
University of Minnesota
Minneapolis, Minnesota

JC 720 135

Continuing Education and Extension
UNIVERSITY OF MINNESOTA

For sale by the Director,
Rochester Extension Center,
University of Minnesota,
2120 E. Center Street,
Building 4, Rochester,
Minnesota 55901
Price: $1.50

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 27 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

TABLE OF CONTENTS

Page

PREFACE. iii

CHAPTER ONE - Characteristics of Junior College Students 1
Max R. Raines, Professor of Education
Michigan State University
East Lansing, Michigan

CHAPTER TWO - Two Year Post Secondary Student Personnel Services: Organization and Function. 9
Dennis L. Nord, Counselor
Illinois Valley Community College
Oglesby, Illinois

CHAPTER THREE - Student Personnel - A Multi Campus Perspective . . 21
Joseph Cosand, President
St. Louis County Junior College District
St. Louis, Missouri

CHAPTER FOUR - Prove It! 27
Don A. Morgan, Associate Professor
of Educational Administration
University of Minnesota
Minneapolis, Minnesota

Preface:

The second annual Rochester Symposium on the Two Year College Student set as a goal the examination of perspectives of Student Personnel Services. The outcome of the Symposium is reported here. The most common problems in Student personnel services in two-year post-secondary institutions would appear to be budgetary, faculty support, and recruiting properly trained personnel. This seemed to be a consensus of the symposium reported here as well as the apparent consensus of a rather substantial, current and available literature on the subject.

As with the first Symposium, and hopefully with those to follow, the second one was scheduled as an integral part of some workshops - specifically, it closed one workshop and opened a second one. To the Symposium were invited national and regional authorities to present papers to and or lead discussions of those participating in the workshops plus those who came just for the symposium.

This publication, in addition to two formal papers read and a lecture presented in a related workshop, includes the work of one of the students. Chapter Two, by Dennis Nord, is the outgrowth of a paper begun at the workshop and expanded later through an independent study program.

Not all the proceedings of the Symposium are included here. There was a remarkably stimulating discussion held between President Cosand (Chapter Three) and Professor Raines (Chapter One) and Dr. Al Canfield, formerly State Director of Community Colleges in the State of Washington and now Professor of Education at the University of Florida. This was followed immediately by a debate between members elected by colleagues from the workshops on how best to accommodate technical education in post-secondary schools. The whole was situational, exciting and stimulating but regretably not amenable to editing for use here. However, it led directly to the selection of Career Education as the proper area of emphasis for the Third Symposium, set for June 14-15, 1972.

It would be terribly presumptuous to suggest all problems, or even the major ones, facing student personnel services in two year colleges, were examined. It can be stated with confidence, however, that some interesting problems were examined with some stimulating results.

Acknowledgements:

Once again it is proper to note the contributions to the Symposium and workshops of President Charles Hill of Rochester State Junior College. President Hill not only made a very handsome college available but the deep experiences he has had in the two year college field. Dr. Dean Swanson, of the Rochester Extension Center, University of Minnesota performed yeoman duties in or ganizing and administering a complex affair, and Dr. Wilbur Wakefield, Rochester Extension Center added greatly to the content of the two workshops by assisting directly as faculty. Grateful acknowledgement is also given Miss Terri Moen and Mrs. Annette Neyer both of whom aided much in the editing and production of this publication.

April 1972

Don A. Morgan, Minneapolis

CHAPTER ONE

CHARACTERISTICS OF JUNIOR COLLEGE STUDENTS

By

Max R. Raines*

In recent years, considerable emphasis has been given to the study of characteristics of college students. The impetus originated with a desire to assess the impact of college upon the student. It has been somewhat disappointing to find (at least in two-year colleges) that the student shapes the college more than the college shapes the student (Clark,[2] 1960, Jacobs,[4] 1957). This observation however, does not diminish the desirability of understanding the demographic, intellective, and non-intellective characteristics of students.

Obviously a knowledge of the student population is vital to any instructional program concerned with the educational progress of students. An increasing number of national studies of student characteristics are becoming available and most of these include samples of junior college populations. Two of the most widely circulated reports are from the American College Testing Program and the American Council on Education, Office of Research. Such reports are concerned with normative data for entering freshmen in universities, colleges, and junior colleges. While the samples of student population are different, there are sufficient similarities in their classifications of data and variables to provide opportunities for cross validation. This paper is based upon data from these sources because of their comparability and recency.

WHO ARE OUR STUDENTS?

Public junior colleges have two major sub-populations. The first, consists of students under 20 who represent the traditional age grouping for college freshman and sophomores. Most of the traditional population attends day classes on a full-time basis. A substantial proportion will hold part-time jobs within the community. While self-supportive employment is essential for some, it is increasingly apparent that many of these late adolescents view work as a means of attaining greater independence from parental controls.

The second population of the junior colleges consists primarily of older part-time students who attend evening classes. The vast majority of them are employed full-time and carry one or two courses. Their "no-Nonsense" approach to college led one observer to label them as "night-fighters." To achieve their educational goals they literally must "fight" such things as traffic, parking problems, fatigue, and college regulations frequently designed for late adolescents. The size of this educationally delayed population is

---

* Dr. Raines: Professor of Education, Michigan State University, East Lansing

increasing steadily. Numerically it is becoming the majority group in many public community colleges. Most studies of the characteristics of incoming junior college students do not reflect the number of older students in the total population. This bias stems from the fact the delayed students extend their attendance over many semesters by taking frequent "sabbaticals." Consequently, the younger traditional students are often disportionately represented in the fall "head count." Yet, in many junior colleges as many as one-half of the entering freshman will not return the following fall.

It is important therefore, to recognize these patterns of attendance because they will condition the nature of the student population at any given point of time. While this may be true for all colleges and universities, it is more dramatic in the junior college. Students enrolled in the late spring will reflect characteristics and achievement patterns that are substantially different from fall enrollees. The reader should understand, therefore, that the ACT reports and the ACE studies are based on incoming students; consequently, the delayed population is under represented.

WHERE DO THEY COME FROM?

The ACE data study indicates that the incoming junior college students are from families with lower incomes than students entering four year colleges and universities. The studies indicated that the median family income for community college students is about a thousand less per year than for a four year college student and almost 7,000 less than for university students. The socio-economic difference among these three groups is further reflected in the educational levels of the parents. Only about <u>one-third</u> of the fathers of incoming junior college students have had education beyond high school compared to approximately <u>one-half</u> of the fathers of incoming freshmen in colleges and universities. About one-fourth of the mothers of junior college students did not complete high school compared to only 15% for university mothers and 18% for mothers of four year college freshmen.

Another indicator of socio-economic level is reflected in the sources of financial support reported by the three groups. Fewer than half (45%) of entering junior college students report their parents as a major source of support compared to nearly two-thirds in the other groups. By the same token, more than half of the junior college students (53%) report self-employment as a major source of support compared to only about one-third for both college and university groups.

The ACT reports indicated that proximity and low cost figure more heavily in the choice of a college for the junior college group than for either of the other two groups.

WHAT HAVE THEY DONE?

There is little doubt that junior college students have enjoyed less success in high school than their counterparts in the colleges and the universities. For example, in ACE study, the percentage of junior college

entering students reporting less than a "B" average in high school was 56% compared to 24% for the college group and 19% for the university group.

In the normative data from American College Testing reports, it can be found that the average score for junior college freshmen on the composite scale of academic aptitude places them at 40 percentile on four year college norms, 38 percentile on norms of 5 year colleges and 20 percentile on norms for Ph.D. granting institutions.

The evidence from ACT reports and many other studies confirms the fact that junior college students do not score as well on academic aptitude tests nor achieve "A" and "B" grades as readily as students entering 4 year colleges and universities. This observation of course, should not obscure the fact that some of the junior college students are the equal of the brightest students attending other institutions. Medsker[5] (1965) reports that entering junior college students have an ability-achievement distribution quite similar to high school seniors.

Both the ACT reports and the ACE norms cast light on the non-classroom achievements of junior college entering students. From the ACE norms we learn that they are about half as likely as entering students in colleges and in universities to have been president of a student organization or editor of a school newspaper. They are also much less likely to have had a major part in a play, participated in a speeck contest, had an original piece of writing published, or obtained a high rating in a music contest. It is interesting to note (in both studies) that junior college students receive art awards with about the same frequency as the other students. They also appear to receive a comparable number of athletic awards.

WHAT DO THEY WANT?

Slightly more than one-fourth of the junior college group aspires to less than a bachelor's degree. About ten percent are taking courses with no degree objectives in mind and another seventeen percent plan to terminate with a two-year associates degree. Of course, almost all of the freshmen entering four-year colleges and universities aspire to the bachelor's degree. As would be expected, this desire for graduate work is also more prevalent among the college group and the university group, and 28 percent of the junior college group aspires to graduate work.

In summary, most studies suggest that junior college students tend to be overly optimistic in judging their eventual educational level. This of course is not surprising when we admit the extent to which the social and economic reward systems in our society are so closely tied to education level.

A comparison of the choices of educational majors among the three groups is interesting. Table I is a partial adaptation of a table reported in Astin's[1] norms for freshmen in 1966.

Profile of Predominant Choices in Major
Field of Study for Entering Freshman - 1966

Junior College Group	Four Year College	University Group
Business (23%)	Education (13%)	Engineering (13%)
Engineering (11%)	Business (12%)	Business (12%)
Education (10%)	Behavioral Sc. (9%)	Pre-Professional (10%)
Fine Arts (9%)	Social Science (8%)	Mathematics (8%)
Behavorial Sc. (7%)	Fine Arts (8%)	Education (8%)
Para Medical (6%)	Engineering (7%)	Behavioral Sc. (7%)

There were actually 17 major fields listed; however, for purposes of illustration the writer selected only the six most predominant choices in each group. This permits one to trace the top three choices for the junior college group through the choice patterns for the other two groups. Perhaps the most notable finding in this table is the extent to which the junior college group is partial to the business field. Not only does it hold first rank, but also its popularity in the junior college group (23%) almost double the percentage than for any other field in any of the groups. This preference is <u>partially</u> a reflection of the availability of one and two year business programs in junior colleges including secretarial science.

In a summary table of the ACT report concerning a choice of educational goals, it is apparent that junior college students are less likely than the other groups to emphasize "developing mind" as a goal. Also they are more likely to choose "higher income" as their most important reason for attending college. Again it seems that the goals and aspirations of junior college students reflect a considerable desire to improve their socio-economic position through education.

The drive for socio-economic status may be also reflected in a comparative choice of objectives reported in the ACE studies. While the percentage of difference may not always be significant, it was interesting to note the entering junior college group were more apt to choose goals related to business enterprise as the route to socio-economic status. In fact, when one compares their choices with the four year group and the university group, it seems likely that the junior college group may be searching for <u>economic</u> security more than for <u>social</u> status. The junior college group selected the following objectives with greater frequency than either of the other groups:

(1) Be an expert in finance

(2) Be well off financially

(3) Be administratively responsible

(4) Succeed in his own business

(5) Not be obligated to people

(6) Become an outstanding athlete

By the same token both the four year group and the university group exceeded the junior college group in the following choices:

(1) Be an authority in my field
(2) Obtain recognition from peers
(3) Help others in difficulty
(4) Join Peace Corps or Vista
(5) Become a community leader
(6) Write original works
(7) Contribute to scientific theory
(8) Keep up with political affairs

Lest conclusions be overdrawn from this analysis, it should be pointed out that nearly two-thirds of the junior college group (65%) selected the altruistic objective of "helping others in difficulty." Also 62% wanted "to be an authority in my field" and 50% wanted to "keep up with political affairs." It suggests that the lack of economic resources among junior college students and their resultant social class status prompts them to emphasize economic values.

HOW DO THEY SEE THEMSELVES?

In the ACE Studies Astin (et.al) presented the entering freshmen with a series of 21 personality traits. They were asked to select those traits on which they judged themselves to be above average. Sixteen of the traits might be regarded as socially desirable. Three traits might be regarded as less desirable socially, (i.e. "defensiveness," "stubborness," and "sensitivity to criticism"). Two traits were neutral ("political conservatism" and "political liberalism").

There were two traits which more than 50% of all college groups ascribed to themselves: "understanding of others" and "cheerfulness." More than half of the four-year group and the university group also selected "drive to achieve," and "academic ability." Only about one-third of the junior college group placed themselves above average in "academic ability" and 46 percent (or less than half) rated themselves above average in their "drive to achieve." Also they expressed significantly less confidence in their mathematical, writing, and leadership abilities. The following self-descriptions were chosen by the junior college group with about the same frequency as their counterparts in the four-year group and the university group: "athletic ability," "artistic ability", "defensiveness," "mechanical ability," "social self-confidence," and "stubborness." It was interesting to note that entering junior college students are less likely to see themselves as being "sensitive to criticism."

Before one generalizes on these findings he must recognize that the responses could be conditioned somewhat by the age distribution within the responding groups. More than twice the percentage of the junior college group (33%) were 19 or older than in the four year group (15%) or the university group (15%). At the same time, it can be seen on examination of ACE norms, that entering junior college students probably possess less self-esteem in an academic environment than their peers in either a four year college or a university. If such a finding were borne out in a

study specifically designed to test this hypothesis, it would suggest that in addition to "repairing" academic deficiencies the college program would do well if it could "repair" other aspects of personal self-esteem among its students. In fact, the latter may be prerequisite to the former.

In addition to self-ratings, the ACE study reports the responses to a list of 44 kinds of activities which these entering freshmen had engaged in during the past year. The list covers a wide range of activities (e.g., "gambling," "attending Sunday school," "acting in a play," etc.). It was interesting to examine those activities reported by the junior college group with 10 percent less frequency than either of the other two groups. These were as follows: "played a musical instrument," "acted in plays," "wrote an article for a school newspaper," "attended a public concert," "participated in informal singing," and "asked questions (frequently) in class." One notes immediately the cultural and aesthetic nature of the first four activities. This observation is underscored by the further observation that the junior college group had participated less frequently in all twelve of the culturally related activities listed in the group of 44 activities.

The four activities which the junior college group reported more frequently than both of the other groups were "came late to class," "cribbed on an examination," "turned in a paper or theme late," and "smoked cigarettes." One might safely say that these behaviors are among the most "aggravating" to high school teachers and probably affect "grade-getting" capacities. Again, it must be pointed out that the percentages separating the groups were not large. At the same time, it does seem likely that social class differences may be affecting the responses (and behaviors) of the groups.

The reported descriptions of their college environments among the three groups is of interest. The most obvious difference concerns the intellectual climate. The junior college group (by at least a 10 percent difference) sees its environment as less intellectual, with less pressure for high grades, with fewer students of high academic caliber and with less competition for grades. On the other hand, the junior college group is more prone to describe its college as lacking school spirit and providing "not much to do except study." Anyone associated with a public community college immediately recognizes the frequency of such complaints among students. It is not likely that these attitudes will be altered as long as the community college represents the only available choice for the student because of cost factors, admissions policies and proximity to home.

HOW DO THEY SEE THEIR COLLEGE?

The recent publication of the Institutional Self-Study Manual from American College Testing is the first report which compares the reactions of junior college sophomores with their counter parts in the public and private colleges and universities. In the spring of 1968, ACT administered their instrument to a stratified sample of public colleges, public universities, private colleges, private universities, and also public two-year colleges. The results of the survey are classified into one of three areas:

Student Goals and Aspirations
Student Development
Student Evaluations of Their Collegiate Experience

Time does not permit a full report of the findings, so I thought I would highlight the student reactions to instructors, to college services and to selected policies, practices, and facilities. Of 13 instructor characteristics junior college sophomores gave their instructors a more favorable rating than students in all other colleges on seven characteristics. These characteristics included:

Facility for communicating knowledge
Relating content to contemporary problems
Encourage classroom participation
Permit student voice in class direction
Entertaining manner
Class organization
Distinguishing between major and minor points
Awarness of student life

On only one trait did two year college ratings fall below all of the others and this was on the characteristic of criticizing and embarassing students. By the same token, it should be noted that 85% of the junior college sophomores felt this was a quality of the minority of their instructors. These results are certainly encouraging for junior college instructors;but before we feel too good about the results,it should be noted that fewer than one-third of the students in all the groups felt that their instructors had a facility for communicating knowledge (18%), related content to contemporary problems (relevancy) (32%), permit student voice in classroom direction (10%), and gave interesting lectures (10%). In other words, even though we're number one, our competition is less than sparkling.

When it came to evaluating college services, junior college students gave more favorable ratings to advisory services, counseling services, student activity advisement, and remedial services than the others. At the same time, they gave lower ratings than all of the others to financial assistance, orientation services and health services.

In terms of college policies, practices, and facilities junior college sophomores gave more favorable response than the others to the following:

Fairness of examinations
Library accessibility
Rules for student conduct
Disciplinary procedures
Food services satsifactory

They were less apt to see cultural, recreational or social programs as well as programs for the gifted as being adequate; less likely to feel that the outside speaker policy was satisfactory and less inclined to believe that the campus newspaper was fair.

It would seem that the junior college student is somewhat more appreciative of his college experience than are students in other kinds of colleges. This undoubtedly is a partial reflection of socio-economic background. People who are seeking entry into a new status system are not apt to allow themselves to think critically. Despite the probable influence of the socio-economic variable, it still seems plausbile that we do a better job of teaching than other institutions. We have said over and over in community colleges that we care more about teaching, more about students than do the staff members in most four year colleges. Now we have some evidence to back up our claims at least according to student evaluations.

CONCLUSION

This says to me that the community college is having a real impact, that it is really trying to respond to the overwhelming diversity in its student population and that it is becoming increasingly successful in doing its own thing.

I believe that the community college is moving into adulthood. Now comes the time for agonizing self-appraisal; a time to put the house in order; a time to establish rational experimentation; a time to search for empirical evidence as a basis for evaluating our programs; and finally, a time to realize that the best of intentions, important as they are, will never substitute for concrete achievements.

---

1. Astin, A. W., Panos, R. J., Creager, J. A. National Norms for Entering College Freshmen, Vol. 2, No. 1 American Council on Education, Office of Research, Washington, D. C., 1966.

2. Clark, Burton R. The Open Door College: A Case Study, Carnegie Series in American Education, New York: McGraw Hill, 1960.

3. College Student Profiles: Norms for the ACT Assessment. American College Testing Program, Iowa City, Iowa, 1966.

4. Jacob, Philip. Changing Values In College, New York, Harper, 1957.

5. Medsker, Leland. "The Junior College Student," a paper prepared for the report Appraisal and Development of Junior College Student Personnel Programs, American Association of Junior Colleges, Washington, D.C., 1965.

CHAPTER TWO

TWO-YEAR POST SECONDARY STUDENT PERSONNEL SERVICES: ORGANIZATION AND FUNCTIONS

By

Dennis L. Nord*

Since the origin of student personnel services as a formal educational unit to the present day, this unit has not developed its potential of becoming the proper center of the educational institution. Even the impetus provided by accepted student centered community college philosophies has failed to move student personnel services into a leadership position.

DEVELOPMENT AND ORGANIZATION:

The student personnel services unit is young relative to higher education. However with the first personnel dean appointed at Harvard and the first dean of women named at Swarthmore, both in 1880, (16;32) student services is no longer in its infant stage.

Relative to two-year college development, "In 1927 Frank Waters Thomas designated guidance as one of the four principal functions of the junior college." (7;179) But the lack of constructive involvement of student services in the overall educational role of the institution has been well stated by Haettenschwiller and Jabs: "If one were to ask administrators and teachers what criticisms they might level against counselors, undoubtedly their complaints could be summed up in the statement that counselors fail to make any significant contribution to...education." (6;119)

Limited philosophical leadership is provided for community college student services personnel in the literature. Most publications offer only lofty, vague, educational terms that can be read with numerous interpretations and are difficult to evaluate. The 1958 Yearbook of the National Society for the Study of Education stated the sole purpose or special province of personnel was "to nurture the maturing student personality in its search for integrity, understanding, satisfaction and creative operation in the cosmos." (12;206)

The effort to determine the relative importance of the student personnel services in two-year colleges is not questioned. It has been seldom left out of the stated purposes of the community-junior colleges since Thomas included "the guidance function" as one of the four purposes of the junior college in 1927.

---

*Mr. Nord is a Counselor at Illinois Valley Community College, Oglesby, Illinois.

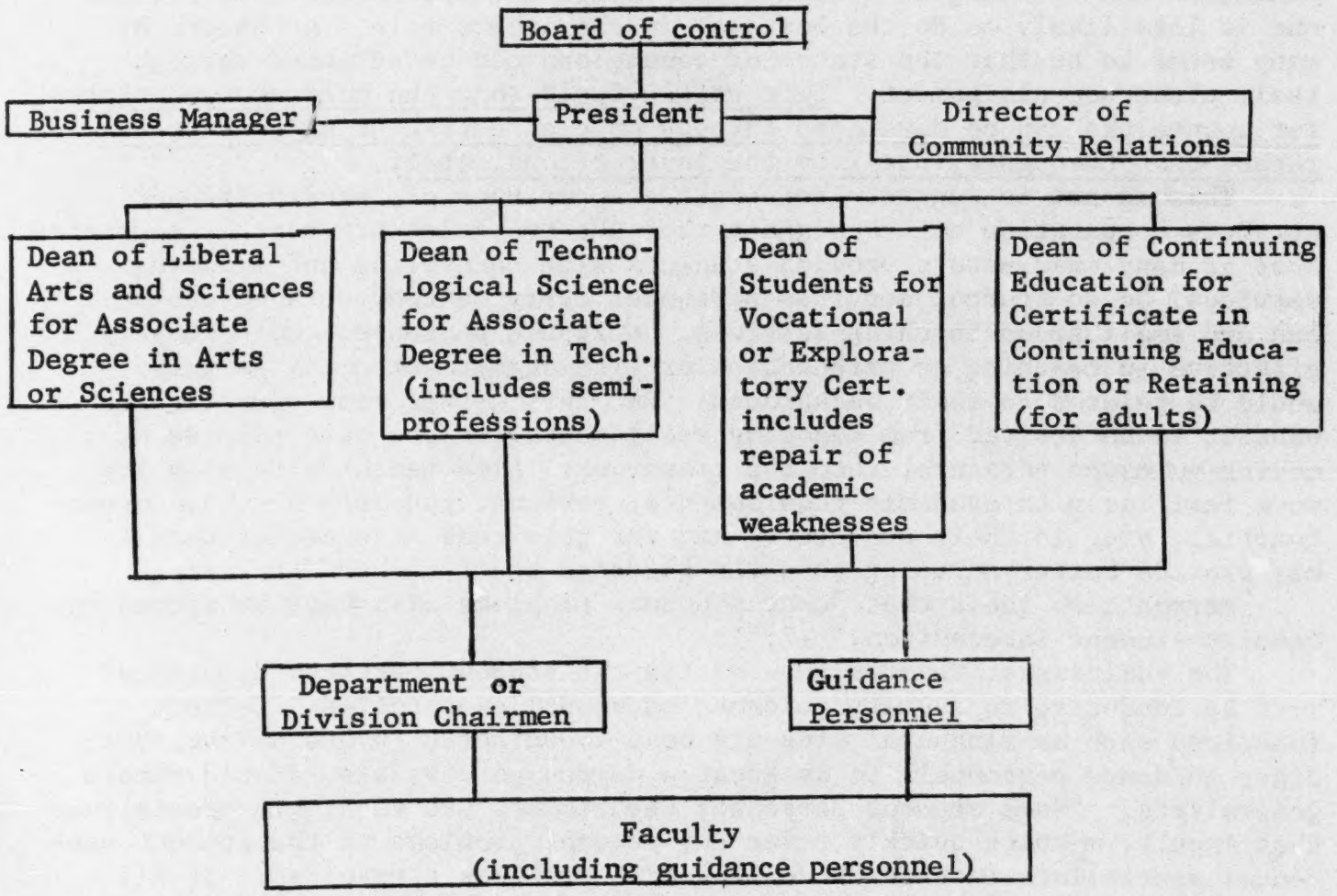
Hillway has summarized the difficulties in developing an effective student personnel program (17;69): "(1) the cost of a really effective guidance program, (2) the shortage of adaquately trained counseling personnel and (3) lack of knowledge as to how the student personnel program should be properly organized." This writer would add another problem which is more local to each institution, that of support and cooperation from administrative and academic personnel. Student services personnel and instructors must work together for the betterment of the instructional and guidance program. It is obvious as Johnson has stated, "....it is unlikely that any school can achieve a strong and effective pupil personnel program without the active and intelligent support of the administration." (9;93)

The argument that a complete and effective guidance program is more important in junior colleges than in four year institutions (17;69) "has been substantiated by the heterogeneity of the student body, the variety and complexity of decisions students must make, and the need for nonacademic services which support and give purpose to the efforts of students." (3;39) The American Association of Junior Colleges advocate a student centered philosophy and states that the student personnel program is "at the core of the junior college program." (1;26)

One of the most adamant statements pertaining to the importance of student services is that of Herron (7;181); "The student personnel program should be the point, the hub, the core, around which the whole enterprise moves. It provides the structure and creates the pervasive atmosphere which prompts the junior college to label itself as student centered." Weatherford said, "The student personnel program touches the life of every student; a claim that cannot be made by any one academic department." (7;181)

"Although the organization of the student personnel program varies according to the size of the institution, some way of mediating between student perceptions and institutional requirement must be provided." (3;243) This apparently is not generally accomplished as Medsker reported that the counseling programs in many institutions are inadequate (11;16). Medsker found a lack of formulation, planning, professional direction, research and evaluation (11;162-4). Of the twenty-one basic functions stated by Collins, he found that "even among the forty-nine larger junior colleges studied, only 25 percent were judged to be performing even two-thirds of the basic personnel functions in a satisfactory manner." (4;32)

The typical administrative structure places all student personnel services under a Dean of Students who is directly accountable to the chief administrator. (3;178) This provides for coordination among these various services but does not encourage cooperation with the other disciplines. Blocker, Plummer and Richardson have proposed the following line and staff organization for community and junior colleges. (3;178)*



*Editors note: for some alternative administrative schemes see Mattson, Jane: "A Perspective of Student Personnel Services," Junior College Journal. March 1972. pp. 48-52; and also page 35 of this publication.

This organization eliminates the coordination barriers circumscribing the student personnel services under the conventional structure and places them around the total functions of the institution. It would place the guidance personnel on a par with the division chairmen and allign them more closely with the classroom faculty. This is appropriate under the concept that counselors and other student services personnel are faculty, and are actually teaching, whether they lecture in a classroom or not. Blocker, Plummer and Richardson advocate all counselors having some classroom responsibilities and all faculty should have some guidance responsibilities to "encourage more effective instruction in the classroom and more meaningful individual guidance of students." The writer feels that different education and training is required to prepare counselors and faculty, and one is less likely to do the best job in the others role. A concern by many seems to be that the status of counselors can be advanced through their classroom assignment. This writer feels that the most desired status for counselors can be developed through more effective guidance services rather than through a loan from the instructional staff.

This is not to suggest limiting the importance of faculty-student services cooperation nor to suggest that the two roles are totally separated. Just as many instructors provide students with counseling and advising services, so do student services personnel carry on considerable one-to-one and small group teaching services. Guidance personnel could be very effective in teaching an orientation or life-adjustment class as this would be related to their background. But this writer sees very little benefit to be derived from teaching assignments for the sole purpose of moving guidance personnel into the classroom. Also teaching faculty are more familiar with academic requirements, personal requirements, job opportunities, etc. in their own field, and for this reason concerned faculty may provide better advising than the guidance staff much of the time.

Herron also feels that "many students problems will best be served by faculty-student interaction." (7;5)

The administrative structure within the student services department must be conducive to faculty-guidance personnel cooperation. Certain functions such as financial aids are best coordinated in one office, but other guidance personnel, to as great a degree as possible, should remain generalists. "Some student personnel departments are so highly specialized that faculty members quickly refer any student problems to the student personnel specialists instead of dealing with problems themselves. In all areas of campus life student personnel administrators must guard against taking away meaningful experiences between a faculty member and a student by providing a smorgasbord of specialists." (7;5)

The degree of involvement of faculty in student advising has been found to vary. The philosophy of the institution and the size of the institution seem basic to this variance. A frequent practice among smaller junior colleges is to use all faculty members as student advisors. (3;243) O'Connell states that "our real guidance people are our faculty. The Dean of Students and his aides are those to whom faculty refer students whose problems seem beyond the regular advisor." (13;167) This popular practice tends to provide academic advising by faculty and personal counseling by counselors.

The selection of faculty to serve as student advisors is a crucial issue. Not all faculty are inclined or able to serve as effective advisors. As Blocker, Plummer and Richardson state; "The concept that everyone on the faculty should be a student counselor or an advisor is sheer nonsense." (3;343) They suggest the following criterion in assigning advising responsibilities to individual faculty: "1) the interest of the faculty members in counseling; 2) the ability of the faculty members to deal effectively with students in a one-to-one relationship; and 3) the willingness of the faculty member to learn the fundamentals of his counseling responsibilities." (3;343)

FUNCTIONS:

The specific functions of the junior college student personnel services must be related to the institutional objectives and particularly to the needs of the students. Raines lists seven broad functions which he feels are a "series of related functions designed to support the institutional program, respond to student needs, and foster institutional development." (1;26) The two major factors in determining which activities will be part of the student personnel services are whether the services are appropriate to each institution;and,if so, are they best provided by the student personnel staff? "Although some educational functions can be clearly accepted as student-personnel functions, others are borderline between general administration and student personnel; whether they are appropriately considered a part of the student personnel program depends upon the manner in which they are administered." (3;242)

Herron (7;182), Collins (4;13-15 and 30-1), Raines (1;26), Blocker, Plummer and Richardson (3;249), McDaniels (10;26) and many others list specific student personnel functions. This writer prefers the list provided by Collins (4;13-15) in which he specifies twenty-one essential student personnel functions which must be provided. Each is "catagorized under a general rubric and are then described operationally." The twenty-one specific functions are catagorized under the seven following functions: 1) Orientation function; 2) Appraisal function; 3) Consultation function; 4) Participation function; 5) Regulation function; 6) Service function; and 7) Organizational function.

Specifically lacking from most discussions of student personnel functions is the involvement in curriculum development. The student personnel staff having contact with every student and being at least indirectly involved in every curricula are in a position to provide invaluable information and insight needed for improved curricular planning. Stubbins describes the unique status of the counselor as "being situated at the interface between the student and institution, ...The counselor is in a strategic position to speculate about the character of student-institution interaction..." (16;615)

One major function always included under student personnel services is that of counseling. A broad definition of counseling is used by Shaffer and Martinson in their description of the overall counseling services: "Counseling is a process performed by the total faculty of a college as well as a function provided by a specialist within the student personnel division. As a process, it is an integral aspect of the colleges' educational philosophy, which places the student and his unique constellations of abilities, interests, and needs at the heart of the educational endeavor." (15;50)

Morgan, University of Minnesota, mounted a national survey with a questionnaire titled "Community College Student Personnel Services Administration, Personnel and Functions." Following are tabulations of resultant data and analysis by this writer.

TABLE 1

Scope of Student Personnel Services

	Service On-Campus		Supervised by S.P.S.	
	Yes	No	Yes	No
Registrar's Office	231	13	179	52
Admissions	243	8	198	45
Recruitment	238	8	197	41
Testing	242	7	230	12
Counseling	248	1	179	69
Student Placement:				
Part-time positions	231	13	216	15
Full-time positions	205	35	189	16
Student Activities:				
General Activities	247	2	234	13
Student Union	166	70	147	19
Student Government	242	10	230	12
Athletics:				
Intramurals	219	30	137	82
Interscholastic	190	52	116	74
Health Services	165	75	146	19
Permanent Records	241	10	196	46
Institutional Research	180	60	119	61
Housing:				
On-Campus	81	154	73	8
Off-Campus	141	103	121	20
Bookstore	190	40	42	148
Financial Aid	239	7	207	32

Next a finding which was not expected. Colleges with less than 2000 enrollment have student services programs involving more services than larger two-year colleges.

TABLE II

Student Personnel Services
Compared By Enrollment Size

	Service on Campus				Supervised by S.P.S.			
	Less than 2000		2000 or more		Less than 2000		2000 or more	
	Yes	No	Yes	No	Yes	No	Yes	No
Registrar's Office	163	12	68	1	129	34	50	18
Admissions	175	7	68	1	141	34	57	11
Recruitment	171	6	67	2	137	34	60	7
Testing	174	5	68	2	164	10	66	2
Counseling	178	1	70	0	170	8	9	61
Student Placement:								
Part-time positions	163	11	68	2	152	11	64	4
Full-time positions	140	30	65	5	127	13	62	3
Student Activities:								
General Activities	177	2	70	0	168	9	66	4
Student Union	155	52	51	18	100	15	47	4
Student Government	172	2	70	8	165	7	65	5
Athletics:								
Intramurals	155	25	64	5	99	56	38	26
Interscholastic	130	42	60	10	77	53	39	21
Health Services	111	59	54	16	95	16	51	3
Permanent Records	176	6	65	4	140	36	56	9
Institutional Research	130	45	50	15	95	35	24	26
Housing:								
On-Campus	70	100	11	54	63	7	10	1
Off-Campus	112	63	29	40	97	15	24	5
Bookstore	131	31	59	9	23	108	19	40
Financial Aid	171	6	68	1	143	28	64	4

The typical smaller two-year college student personnel services program will include the registrars office, admissions, recruitment, testing, counseling, student placement for part-time and full-time positions, general student activities, management of the student union, student government, intramural and interscholastic athletics, health services, permanent records, institutional research, coordination of off-campus housing, and student financial aids. The typical student personnel services department of two-year colleges of over 2000 enrollment does not hold the major responsibility for counseling and institutional research. The typical two-year college does not offer on-campus housing, and the bookstore is supervised by an office other than student personnel services.

This is not to indicate that less services are provided by colleges of larger enrollment. The assumption is made that the extended administrative structure of the larger institutions allows for the supervision of counseling and research within their own specific department.

The most frequently occurring service is that of counseling with all but one of 249 responses stating that counseling is provided on campus. The next most frequent (247 of 249) service is general activities. Both of these services are provided by all institutions of 2000 or more enrollment. No great difference was found for other services according to the size of the school. Also no differences were found when comparing institutions by state or by national regions except in states where multi-campus districts centralized certain administrative functions at one central location.

The results of this survey are very similar to a study conducted by Collins in 1965. (4;20) (Appendix One) Exact comparisons are not possible as Collins used an enrollment of 1000 to differentiate larger from smaller colleges and in this study an enrollment of 2000 was used. The results in percentages published by Collins allow for a limited comparison on admission functions, testing, permanent records, counseling, student activities, student government, financial aids and placement services. The results for both studies provide similar findings for each of these areas. The great majority of institutions of all sizes provide these services through the student personnel department.

The greatest, but minimal, difference between the result of the Collins and Morgan studies is that the service most frequently a responsibility of student personnel found by Morgan is counseling while that found by Collins is student applicant consulting. For many colleges student applicant consulting may be included in the term counseling.

Collin's study also did not show a high correlation between services being the responsibility of the student personnel office and the quality of the services offered. The function most frequently appraised as being performed in an "excellent" manner was student self government.

An assumption must also be made for both studies that services reported as not provided on campus may in actuality be provided indirectly and not as specifically assigned functions. As an example, 22 percent of the schools in Morgan's study indicated that the services of the registrar's office is not provided on campus. In most, if not all cases, this service would be offered off-campus or in a similar office under a different title. The same could be true for the 25 percent indicating no institutional research on-campus. In many institutions this is a loosely assigned function carried out by many departments.

Question number three of Morgan's study asks, "What other positions (in addition to the person responsible for Student Personnel Services) are chiefly administrative within the Personnel Services?" The most frequently occurring response (112 occurrences, 45 percent) was registrar or records with financial aids second, (36 percent) and activities third (34 percent). A considerable variation was found in the titles of student services personnel. Titles reported by individual institutions included: chaplin, business manager, data processing director, dorm matrons, and campus security.

The responses tend to reiterate the great differences in institutional organization which limits the effectiveness of comparison studies of student personnel programs among educational institutions. No "typical" administrative structure can be developed for student personnel services from the returns. However, it was interesting to note that services more frequently supervised by student personnel are those services most frequently having a "director" such as; director or coordinator of financial aid, activities, admissions, and registrar.

Question number C-3 asked, "Did student personnel have any 'input' in the content or goals and objectives of these programs?" "These programs" refer to question number C-1 which states, "Are there special interest courses at the college in minority studies or programs?"

Returns providing a "yes" response to question C-1 and C-3 indicate that the student personnel services unit of 52 percent (57 or 110) of the two-year colleges with special interest courses had some involvement in the development of these courses. As previously stated in this paper, the unique position of student services personnel would tend to provide them with information and insight invaluable to the development and evaluation of such programs. It is somewhat disappointing that little over one-half of the institutions responding take advantage of the student services personnel for this type of curricular development.

Many interesting programs for minority groups were indicated. Most deal with the history and heritage of Black Americans.*

CONCLUSION:

The organization of the student personnel services department must be designed to serve each individual institution. Effectiveness will depend on the overall institutional structure, institutional philosophies and available staff. Within this framework decisions can be made relative to both goals and immediate needs. Critical will be "deciding who is to perform certain tasks, when they are to be performed, what materials and other resources are to be used and where activities are to be done." (9;94)

*Editor's note: This section of the survey was expanded into an unpublished doctoral thesis by Eugene Johnson under the title, A Study of the Involvement of Selected Two-Year Colleges with Minority Groups, December, 1971. University of Minnesota.

APPENDIX 1*

TABLE 1

Acceptance of Basic Functions: A) As Implemented Functions Within The College, and B) As Responsibilities of Student Personnel

BASIC STUDENT PERSONNEL FUNCTIONS	COLUMN A Implemented Functions Within the College		Responsibilities of Student Personnel	
	74 Smaller Colleges	49 Larger Colleges	74 Smaller Colleges	49 Larger Colleges
ORIENTATION FUNCTIONS				
1. Precollege Information	97%	100%	56%	86%
2. Student Induction	97	96	80	90
3. Group Orientation	89	98	75	85
4. Career Information	70	96	77	85
APPRAISAL FUNCTIONS				
5. Personnel Records	89	96	63	85
6. Educational Testing	94	100	84	94
7. Applicant Appraisal	99	96	55	72
CONSULTATION FUNCTIONS				
8. Student Counseling	93	98	70	88
9. Student Advisement	97	100	72	92
10. Applicant Consulting	94	100	91	100
PARTICIPATION FUNCTIONS				
11. Co-Curricular Activities	100	80	74	82
12. Student Self-Government	94	100	53	77
REGULATION FUNCTIONS				
13. Student Registration	97	100	36	63
14. Academic Regulation	97	100	31	71
15. Social Regulation	96	100	61	86
SERVICE FUNCTIONS				
16. Financial Aid	87	100	69	73
17. Placement	58	86	60	88
ORGANIZATIONAL FUNCTIONS				
18. Program Articulation	91	98	56	83
19. In-Service Education	79	98	45	72
20. Program Evaluation	79	90	78	84
21. Administrative Organization	90	100	13	53

*Collins (4:20)

BIBLIOGRAPHY

1. American Association of Junior Colleges. An Introduction to American Junior Colleges. Washington, D.C., 1967.

2. Ayers, Archie R., Philip A. Tripp, and John H. Russel. Student Services Administration in Higher Education. Washington: Government Printing Office, 1966.

3. Blocker, Clyde E., Robert H. Plummer, and Richard C. Richardson, Jr. The Two-Year College: A Social Synthesis. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1965.

4. Collins, Charles C. Junior College Student Personnel Programs, What They Are and What They Should Be. Washington: American Association of Junior Colleges, 1967.

5. Collins, Charles C. Premises: Planning Student Personnel Facilities. Washington: American Association of Junior Colleges, 1967.

6. Haettenschwiller, Dustan L. and William Jabs. "The Counselor and the Instructional Program." The School Counselor, 17:118-25, November, 1969.

7. Herron, Orley R. New Dimensions in Student Personnel Administration. Scranton, Pennsylvania: International Textbook Company, 1970.

8. Johnson, Lamar B. Islands of Innovation Expanding: Changes in the Community Colleges. Beverly Hills: Glencoe Press, 1969.

9. Johnson, Walter F. Buford Stefflre, and Roy E. Edelfelt. Pupil Personnel and Guidance Services. New York: McGraw-Hill Book Company, Inc., 1961.

10. McDaniel, J. W. Essential Student Personnel Practices for Junior Colleges. Washington: American Association of Junior Colleges, 1962.

11. Medsker, Leland L. The Junior Colleges: Progress and Prospect. McGraw-Hill Book Company, Inc. 1960.

12. O'Banion, Terry O. "Purposes of College and University Student Personnel Work." N.A.S.P.A. Journal, 8:206-12, January, 1971.

13. O'Connell, Thomas E. Community Colleges, A President's View. Urbana, Ill.: University of Illinois Press, 1968.

14. Reynolds, James W. The Junior College. New York: The Center for Applied Research in Education, Inc., 1965.

15. Shaffer, Robert H. and William D. Martinson. Student Personnel Services in Higher Education. New York: The Center for Applied Research in Education, Inc., 1966.

16. Stubbins, Joseph, "The Politics of Counseling." Personnel and Guidance Journal, 48:611-18, April, 1970.

17. Thornton, James W., Jr. The Community Junior College. New York: John Wiley and Sons, Inc., 1964.

18. Wrenn, C. Gilbert. Student Personnel Work in College. New York: The Ronald Press Company, 1951.

CHAPTER THREE

STUDENT PERSONNEL - A MULTI CAMPUS PERSPECTIVE

By

Joseph Cosand*

I am an obsolete chemist. Though I taught college chemistry as late as 1953, when my son took high school chemistry in 1963, I could not read his book. I hope to avoid becoming an obsolete administrator. I hope higher education can avoid obsolescence.

My concern here is first with higher education in general. I will then turn to considerations of student personnel work within multi-campus two year college districts. As problems in both these general areas are tied to the total staff of institutions, it's very refreshing to see a conference like this with a mixture of faculty, administration and staff who might communicate here and at home relative to one another's and to total institutional problems. When faculty and student personnel people get together and talk about their problems, a base can be laid to avoid obsolescence flowing from isolation.

First, however, a few comments regarding the condition of higher education. Five persons, drawn from American Council of Education and the Carneige Commission met with the Secretary of Health, Education and Welfare recently. It was the first time in history that spokesmen for higher education had an opportunity to open what might become a continuing dialogue with the Executive branch of the government. The meeting had to do with the Newman Report.[1]

SOME COMMON PROBLEMS OF HIGHER EDUCATION:

The Newman Report is highly critical of higher education. This report received, generally, a most favorable press coverage. In both major St. Louis papers, for example (one a conservative paper and the other very liberal) which seldom agree on anything, headline articles appeared in review of the report and they agreed that "Higher Education Was No Good".

This report gives support to an attitude developing throughout America in the general public - as well as State and Federal Governments, that higher education does not deserve the support it is getting. Higher education has slipped down the "priority pole" of taxpayers and distributors of tax money, and we are competing now for funds that we did not have to compete for before.

---

*Dr. Cosand was President, St. Louis County Junior College District, St. Louis, Missouri at the time of his speech. He has since movedon to the Office of Education, Health, Education and Welfare. (editor)

[1] Newman, Frank (et.al). Report On Higher Education, Washington, D.C.: U.S. Government Printing Office, 130 pages, March 1971.

There were other problems to discuss with the Executive Branch. For example support for higher education at the Federal level has emphasized student aid. It would be most difficult, if not patently impossible, to bring in another million students under financial assistance without having funds being made available within the colleges to provide instruction and facilities - here referred to as "institutional aid". Federal planners need to realize there is more need for aid to higher education than aid to students. There was also need to stress a priority for outright aid to students rather than persist with the prevailing feeling that loans will do. This has been a very difficult thing to translate to the public as well as to the government. More on this in a moment.

Now there is a key to this. Most two year institutions will have to work with four year institutions to present a united front. They have not done well on this in the past. The Board of ACE has attempted to get the various segments of higher education -- be they private colleges, state universities, state colleges, or community colleges -- to mold together and present a united front. For the first time for example, recent ACE testimony before a Senate House Committee on Education was greatly enhanced by representing one group - higher education. ACE did not ask for support for just two years, or black, or private or state colleges and universities- the plea was for higher education. In state after state where these higher education groups have split along vested interest lines, they have cut at one another's throats to no gain and great disadvantages. Missouri recently did the usual thing when the various segments of public education fought one another in public. Again quite typically the private colleges in Missouri and the public colleges have established yet another public confrontation. The blame is with all of us who are interested in the "hog trough" philosophy, each one getting snouts down in the trough and getting what can be gotten regardless of what the others get. It can not go on if public support and confidence is to be maintained or enhanced.

George Bundy, two and a half years ago at an ACE Conference in Denver, reported to the effect that higher education had never had it so good but never was it in such danger, and he predicted the crises in confidence which has occurred. David Reisman, a member of the Carnegie Commission, in one of the same Denver meetings said the same thing in a different way by noting in effect that the public was fed up with higher education and was about to have "the water turned off." Almost exactly a year ago, at another meeting Father Hesper, President of Notre Dame, reported that as of that time he saw no optimism for higher education during the decade of the seventy's and eighty's. As the rest of the Carnegie Commission discussed these feelings,there were only two who expressed optimism - Carl Paseon, Director of the Princeton Center for Advanced Thought, who said he saw some reason for optimism about 1975; and myself as a community college person who insisted we could be optimistic if we got together and stopped fighting.

STUDENT LOANS - SOME CONSIDERATIONS:

To return to why it is that loans to students are favored over outright aid, it is necessary to look at an underlying premise. In education we have created and supported in American thought for many years the conviction that a BA degree was worth a hundred to one-hundred fifty thousand dollars over a working life span. One consequence of this thought has been that education is regarded by far too many as only for the economic betterment of the

individual. This has led to thinking at federal and state government levels of, "Make the student pay! Let him borrow, but make him pay for his education, as he is the prime benefactor." A not unusual expression of this can be seen in a recent proposal by Ohio Governor Gillackson to the ACE that in Ohio, students going beyond the twelfth grade should pay back to the state of Ohio those dollars that the state put out to support higher education. In other words education does not better society but only the individual! That is, to me, a 180 degree reversal for everything we stand for. A principal concern now must be to avoid the extreme of this -- to allow the passing over of discontented taxpayers emotions from concern with institutions to a further punitive view that students be made to pay even more. Even now a married student who has borrowed twenty, twenty-five or thirty thousand dollars for his education may be compromised an entire working life by being required to repay the debt. I think it approaches an absurdity.

One other aside about the effect of loans. The people who will actually borrow are the people from the affluent classes because they are used to borrowing. The people from the less affluent classes are afraid of borrowing, and they won't. What happens is the door is closed again to the people who need it opened the most. If minority are given only an opportunity to borrow, we have consciously or unconsciously perpetuated an educational system geared for and open only to the elite.

PROBLEMS IN STUDENT PERSONNEL SERVICES:

Now as regards some problems in student personnel work.

As a president of a college, or as a member of an accreditation team, or simply as a visitor from another college, one main problem often overlooked has become evident to me. It regards the status of student personnel work and workers.

Does the president of a college (or in my case a district) understand the importance of student personnel services? In many cases the president does not. The president is often too academically oriented. His bias, conscious or unconscious, is not supportive of student personnel work which is seen as something "extra"! In particular, he does not extend the dean of students the same status as the dean of instruction. In other words the president does not really believe in the central importance of student personnel work, and this is a must if a strong program is to be generated.

A related problem is, does the Board of Trustees believe in student personnel work? Again in general, the board is non-believing as it is ignorant. Why is the board ignorant? Because the president has not educated the board. However arrived at, the board must be educated simply as if the student personnel services are not brought before the board, the board is not going to support a strong budget for student personnel work.

A third question, alluded to earlier, related to the dean of students. Is he on a peer basis within the administrative organization with the dean of instruction? Seldom do I find a peer situation. The usual argument is that the dean of instruction (or the academic dean) is regarded as "number 2" in the organization. Both these deans must be regarded as on the same level of quality to have a strong institution. The salary schedule should reflect

the same responsibility and respect within the district for either dean. This leads to a confident dean of students who can compete with the dean of instruction.

If on a peer basis in administrative structure, what about actuality. Is the dean of students on a peer basis in actuality? He has to be! Is he on a peer basis with responsibility? He has to be! Is he on a peer basis with leadership? He has to be! This is not found in many colleges. These two deans become supportive of the educational program when they interact without one being superior to the other on any basis.

The next problem is with the student personnel staff and the same questions asked of the deans apply. Are the counselors,registrar and others respected by the faculty members? Are the counselors part of the faculty? (And I might digress too, by asking if the librarians are part of the faculty?) If the teachers are here and over there are counselors, and over somewhere else are the librarians, you can not have a totality of effort.

A climate resulting from such cleavage of personnel within a college can give support to the worst division of all - the one found between those sanctified in the academic studies as compared with those teaching the technicial and remedial subjects. Earlier note was made of education problems of segmentation and strife. Too many times a visitor to a community college campus will hear, "Oh, the technical program is over there...in those buildings." Much blame for the "over there" situation is with the people who are over there, including both technical instructors and counselors. These people are too often defensive and often hide. A counselor, for example, cannot sit in either his office or the coffee bar and expect a faculty member to come to him. The counselor has to get out of his office and go visit with faculty members. In fact, he has to take more initiative to do this than should the faculty member.

The dean of student personnel services may lack accessability to or equal importance with the college president and the board as the dean of instruction as a result of the layout of the campus facilities. Often a dean of student services is in a building separate and apart from where the president and the dean of instruction are. Communication may be the basic problem as many colleges and many deans will feel the dean should be where the students are - in the student center. It is just a problem which needs to be looked at and worked with.

If there is one thing a counselor <u>cannot</u> do, it is to look down upon remedial education or on those in technical education. This snobbery is unjustifiable.

There is in St. Louis a group called the Regional Development Corporation. A central purpose for them is to bring new industry into St.Louis and to hold existing industry there. A principal problem has been in trying to get high school-community college counselors to understand the importance of technical vocational education programs. Because statistics tend to say,and you will hear it as often quoted, 80% of new jobs in the years ahead are going to require one or two years of collegiate technical education, counselors, (as well as, faculty, deans, presidents and boards) must understand the need for and the importance of the respectability of the technical education program. It will involve educating the students as well as counselors.

In order to reach students, does the student personnel staff really know how to help the teachers know and understand student and societal needs. There are changes in the student profile of a college as well as with individual students. Let me illustrate: Los Angeles City College, which changed drastically in sociological make up over several years, suddenly "found out" the ability level of entering students had dropped over a four year period by twenty points on the average. Dr. John Lombardy, who was president at that time, was horrified. The faculty could not have known. It is student personnel who must know and translate the knowledge of the student to others in this and related areas. Somehow this type of important and practical research has to take place. This will require the support and understanding of both faculty and the president. Yet another question occurs, is there agreement within student personnel services staff and counselors as to just what counseling services should be? Should the counselors do <u>all</u> the program advising? Are they counselors? What does counseling mean? Should the faculty be involved in or do counseling?

I do not recommend the method of only counselors counseling over the method of faculty involvement. I do recommend that the college develop faculty counseling or advising involvement. A related problem to who should counsel and advise is how many of the counseling staff should be involved. Is too much emphasis put on numbers of the counseling staff rather than quality. A desire to get so many counselors for so many students cannot be justified by itself -- the quality of service is the justification. Consider here one of the first points mentioned, status and respect - ability. Without quality counselors respect from faculty is impossible.

Another consideration within student personnel work, is the proper type and use of clerical personnel. When the student comes into the personnel services area, or any student service area,the quality of reception received is most important - be it the registration process, vocational counseling or any other service sought. Far too many students are turned off and away by a secretaries attitude of "What do you want?" A very good person in the reception chair will help. And if the proper clerical help cannot be obtained, assign a counselor this function. The first contact the student has in his desire for counseling may be the only contact the student will ask for.

There is also the facility problem. This is usually minor but is perhaps worth noting. If the student service facilities are utterly impossible, both in appearance and lay out, it may hamper operations. At one college the temperature in the counseling area was so extreme, that students fled rather than wait. A recent conference, headed by Dr. Jane Mattson of California State at Los Angeles, discussed at some length what the facilities for student personnel work should be like and what it should represent--in form, in climate--and where should the counselors be officed in relationship to student flow, faculty, and administrative offices, and where should the dean's office be. The point of course is that when a college develops a student service building is it aimed at establishing a climate where the students realize the center is for them and not just designed by an administrator as an ego monument or by an architect who wants to win a prize?

CONCLUSION:

Our job clearly is to serve the students and society. Counselors, faculty, deans and presidents must believe that each persons success enriches us and each persons failure diminishes us. Success with what we call an open door, equal access and equality institution -- today's two-year post secondary institutions - will finally depend on this.

CHAPTER FOUR

PROVE IT!

By

Don A. Morgan*

At a time when a concern for accountability has been demanded of education, it is possible to link with it the real case for better evaluative, i.e. research, practices within education. Leo[1] of Dallas County Community College District has set the new tone well:

> The sanctuary of the university for educational researchers is no longer impregnable. It must spin off researchers to the action scenes of school districts, playgrounds and streets--wherever education is taking place. The researcher must move politically as well as educationally into the microcosm in order to affect the microcosm. The learning environment riddled with the political process is the researcher's place--not as a disinterested, detached observer but an active and involved participant. He must assume the role of the utopian looking at society, asking questions, identifying problems, proposing solutions and implementing them.

The related case for institutional research in two year colleges has been made repeatedly and perhaps nowhere better than by the Inter-Institutional Research Council of the Florida Community Junior-Colleges located at Gainesville, Florida.

However, making successful cases for action can be and has been quite different than actually implementing acceptable research programs in the views of resource allocators and decision-makers. Rouche and Boggs were led to conclude that research activity in the two year colleges[2] of the country totally has been narrow in scope and seldom engaged in.

---

*Don A. Morgan, Associate Professor of Education, University of Minnesota and immediate past president, Big Bend Community College, Washington.

[1]Leo, R. "The Politics of Educational Research", Legal and Political Restrictions on Research in School Districts. Minneapolis: ERDC, College of Education, University of Minnesota. May 1971. pg. 10.

[2]Rouche, J. and Boggs, J. Junior College Institutional Research: The State of the Art. Monograph No. 2. Washington, D.C.: American Association of Junior Colleges. 1968.

It is the thesis of this paper that student personnel services are the proper focal point to mount meaningful self-assessment practices within the community college. This research can be either mounted directly by the student personnel services unit or it can be organized as a center separate from student personnel services but necessarily supported by that unit with both resources and personnel. The first order of business should be, however, for student personnel services to assess the practices it reserves for itself. A fundamental question rises immediately, does student personnel services serve students as perceived by the students and is this service of value? If the community college is all that it claims to be under the proud shibboleths of "open door", the "peoples college", etc., the time is clearly upon us to prove it!

There is more than a little irony in asking student personnel services units to document their activity and the outcomes of it. This is so as institutional research is most often located within that unit if the college engages in it at all.* In short personnel services are most often asked to assess the institution while having demonstrated a marked inability or lack of desire to assess itself. Perhaps this is part of the syndrome of restraints which leads to annual assertions that at last student personnel services have come of age.

OPERATIONAL DEFINITION:

Research activities within two year colleges have risen around calculated efforts of single institutions to study themselves. Efforts were not to be confused with pure research -- in institutional research there need not be an hypothesis. One seeks answers, but one does not always, nor even usually, start from a set of hypothetical propositions. The statistics involved need not be elaborate and it is better if they are not -- the key to a great deal of the failure of institutional support for institutional research is that it has been reported to people in a language they do not understand.

The underlying principle of such investigation stems clearly from the proper emphasis in this country on the proper utilization of manpower within a humanistic base. It is with effective but democratic and humanistic utilization of human skills that much of the welfare of both the nation and its individuals rests. Institutional research is but a single institutional method (though it may work in concert with others) of determining its contributions to the proper utilization of the time and skills of the individuals attracted to it. Without this effort, the institution is reduced to estimating its value, and this is now not enough. Such estimates, loaded with biases as they inevitably are, are rarely of any great value educationally or politically.

Each institution seems to arrive individually at a potential for self study. There is the initial phase of trying to keep alive -- the period after opening where there is a great rush of students, spurt in the size of faculty, increases in the total operation in nearly every direction. There comes a time, however, when each institution can and must pause to see where it is they have been, where it is they intend to go, and how they

---

*See Chapter Two by Nord for recent figures on this. Editor's note.

intend to get there. Basic information regarding the product of the school will be essential to the charting of such a course. The degree to which the needs of the individual student are met will determine the adequacy of the school's program. Until this is measured simply through self study all else is an estimate little better than guesswork.

Research methods need not be complicated. Kelsey reported four basic methods which could be applied:[3]

(1) observational method - in which data are collected from available records and solicited in the forms of questionnaires and surveys
(2) group comparisons - where groups are matched or randomly selected and compared along some dimension or around a particular characteristic
(3) correlational studies - presently seen most often as predictive studies which have not yet found a way of obliviating non-intellective differences in student populations
(4) pre and post testing - of students to determine the effect of a particular "treatment".

Institutional research may be said to be what it does, and reporting from a district where some considerable concern is given research, Brightman noted:[4]

> The district's research activities fall into basic categories: first, institutional research, which produces descriptive information about the district and the students in it; and second, evaluative research which concentrates on assessing how much different learning systems vary for better or worse from others in measurable student performance and, more recently, in relative costs. As one might suspect, the latter is considerably more difficult. We shall examine the easier one first.
>
> Institutional research falls into two broad categories. First, it produces numbers that describe the district's financial resources, expenditures, physical

---

[3]Kelsey, R. "The Future of Institutional Research In Junior Colleges." Unpublished doctoral seminar paper. University of Minnesota. March 1970. pp. 3-4.

[4]Brightman, R. "Research at the Coast Community College District", The Practitioner Views Institutional Research, (Young Park, editor). Topical Paper Number 30. Los Angeles: ERIC, Graduate School of Education, University of California. February 1972. pp. 28-30.

facilities, student populations, etc. The second type of institutional research describes student body performance and activities.

Evaluative research. The district is more concerned with evaluative research than with institutional research. The former tries to assess the relative effectiveness of different instructional techniques. This means comparing the results of innovative learning systems with conventional teaching practices. Such comparison comes in three varieties. In the first, a comparison of student performance under two instructional strategies uses student grades as a criterion for measuring changes in performance and is known as the "normative" measure of evaluation. By and large, educators give this most attention today. A second technique draws on student opinion about whether or not one instructional strategy is more or less effective than another. In the third, native instructional plans are evaluated by comparing how well students meet specific educational objectives as measured by well validated examinations. This last is the most difficult evaluation to conduct and is known as the "summative" method.

CURRENT PRACTICES:

Quality aside, the practice of institutional research has gained a more substantial base within the community college in recent years. Swanson noted in 1965 that but 19% of 337 institutions had formalized an approach to institutional research.[5] An unpublished report of a committee to the Northwest Association of Junior Colleges in 1966 indicated 24 of 42 or 57% responding member institutions carried on some institutional research.[6]

---

[5]Swanson, Herbert L. " An Investigation of Institutional Research in Junior Colleges in the United States", Unpublished doctoral dissertation. Los Angeles: University of California, School of Education. 1965.

[6]Institutional Research in Community-Junior Colleges in the Northwest. A committee report to the membership at annual convention. Portland, Oregon: November 1966.

Nord, reporting in this publication on a study made in 1970, noted 180 of 240 responding institutions for 75% engaged in institutional research. Gartland and Carmondy reported in 1970 as follows:[7]

> Most institutions are engaged in institutional research to some extent. However, community colleges directed more attention toward demographic studies while vocational-technical schools concentrated more on studies of student satisfaction and success while in school as well as follow-up studies of students after leaving school. In regard to outcomes, students attending vocational-technical schools had higher completion rates and were less likely to transfer from one program to another than were their counterparts in community colleges. Approximately 80% of the graduates of both types of institutions found work related to their training.

Gartland and Carmondy also noted that vocational schools seem to be more involved in institutional research than are community colleges:[8]

> Higher proportions of vocational-technical schools than of community colleges reported that they regularly conducted studies of student satisfaction and/or success while in school and follow-up studies of students after they left school and took jobs. However, community colleges were found to be more likely than vocational-technical schools to regularly collect and summarize demographic data.
>
> Several possible explanations for these differences can be suggested. Vocational-technical schools may be more closely allied to the industries and businesses for which their students are being trained. Both more active job placement programs and greater accountability for the on-the-job success of their students could lead naturally to student follow-up. On the other hand, perhaps it is simply federal reporting requirements which account for the greater likelihood of vocational-technical schools to follow up.

---

[7] Gartland, T. G. and Carmondy, J. E. Practices and Outcomes of Vocational-Technical Education in Technical and Community Colleges. Iowa City, Iowa: ACT Report No. 37, October 1970, Abstract. pg. ii.

[8] Gartland and Carmondy, Ibid. pgs. 21-22, 24.

They then move on to the reasons for it all:

> While the results of this study illustrate several differences in the two types of postsecondary institutions offering vocational-technical education, they actually raise many more questions than they answer. Community colleges and vocational-technical schools are often quite different in structure, function, and purpose, but the effect and meaning of these differences are only speculative. With more information on what the schools presently do, the kind of information available in this study, we can begin to assess the more important questions of why they do what they do and what the effects of their actions are on students in vocational-technical education programs.

That these research efforts must be expanded was summed concisely by Kyle, who wrote:[9]

> The contract-performance approach is, in effect, a recognition by states and school districts of their responsibility for the learning successes and failures of their students. Schools, under this conception, will be judged according to how well they perform, not by what they promise. The contract approach rests, of course, upon the assumption that there are precise educational goals capable of measurement or assessment. And, finally, the contract solution is a political move to stem the flow of whites from public to private schools, with the whites claiming that the influx of low-achievement blacks has lowered the quality of public schools.
>
> However, the equal education issue may be resolved, it is clear that American education is faced with an awe-inspiring challenge, requiring new efforts in research for the development of educational performance standards. The National Assessment venture, sponsored by the Carnegie Foundation and the U.S. Office of Education, is a current attempt to define educational standards which serve as a reference point for judging educational performance.

---

[9] Kyle, J.E. "The 'Accountability' of Public Educational Institutions for Equal Educational Opportunity." Legal and Political Restrictions on Research in School Districts. Minneapolis: ERDC, College of Education, University of Minnesota. May 1971. p. 29.

PROBLEMS:

As with most problems in education today, the principal ones facing student personnel service units, or others, attempting to mount and sustain meaningful institutional research are those stemming from the quality of educational leadership available to enlist the support of faculty and finances.

First the foundations must be laid, and Snyder thoughtfully suggested serveral considerations:[10]

> Early in his efforts to begin a program of institutional research, the would-be researcher may be frustrated by the potential scope of his role. If he is an experienced two-year college educator, he may think about changing educational objectives, "new" students and implications for the educational program.... He can expect the president to want studies on room use, curricular cost analyses, faculty loads and costs, and other management-oriented projects. The president may go so far as to note the need for cost-benefit alternatives for basic educational-management decisions that the college must face in the next several years.
>
> Whether the role is full-time or part-time, the sine qua non of the aspiring researcher is to have the role confirmed by the president or another administrator to whom he must turn for support. Institutional acknowledgement of the research role and knowing the lines of authority and responsibility are essential if research is to get done. The full-time researcher will usually have little problem with role recognition and supervisory relationships, but if his previous job was in the same institution, he must make sure to whom he should report, as the scope of his role should determine that. If the role is restricted to study of student characteristics and out-comes, he may well report to the dean of students; if to instructional systems development, he should report to the dean of instruction; if to facility utilization, costs, and related management studies, he may report to the dean of administration.

---

[10] Snyder, F. A. "Institutional Research at the Two-Year College: Building the Foundations." The Practitioner Views Institutional Research, (Young Park, editor). Los Angeles: ERIC, Graduate School of Education, University of California. February 1972. pp.9-10.

In this same vein, Harkcom argued for the establishment of a "center" for the purposes of marshalling support and acceptance and related this to the organization of student personnel services:

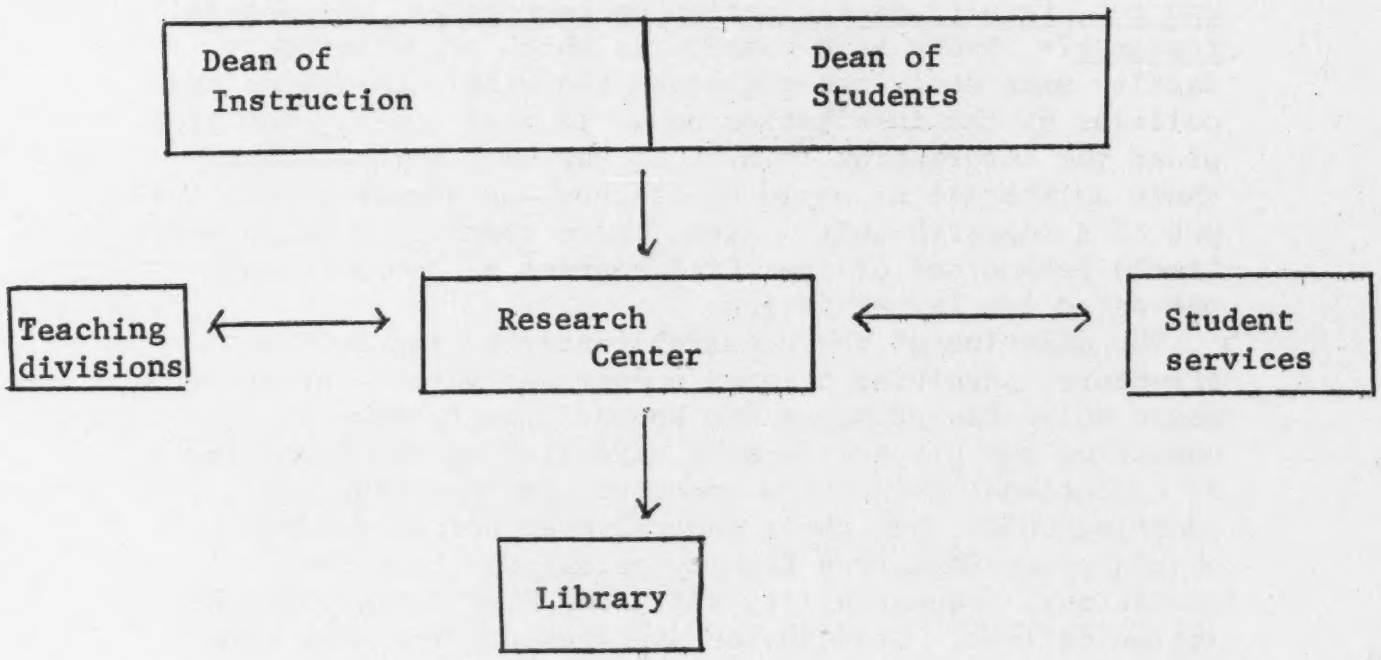
> From its beginning as a control function in college student behavior, student personnel workers over the years have developed much of the research on college students. It has been the counselor, housing director, union manager, and dean of students who have mapped the non-curricular influences upon college students. They have also related student attitudes and the official change agents of the college, the curriculum. In many instances their research has found prevailing attitudes and methodologies of teaching to be in direct contradiction to student learning.
>
> By looking at the whole person in his research, the student personnel worker has asked more fundamental questions than the classroom teacher. He has sought answers to how and why people learn not just why they "get" or do "not get" History, Economics, Science, etc. However, little of this research has found its way into the philosophy and practice of curriculum in the college.
>
> Why has the work of the student personnel worker been so long neglected? Why so little influence upon the college? Possibly this state of affairs is historical. Being born under the sign of <u>in loco parentis</u>, the student personnel worker has been viewed by faculty as someone whose job was to control the more mischievious behavior of students,not to participate in shaping their education. Also, because control has been an administrative duty, the student personnel worker has been identified with this branch of the institution. The identification with administration has left the student personnel worker a victim of the faculty-administration gap. In addition, being trained in research, the object of his inquiry is likely to be a threat when applied to the course work, and teaching practices of the institution.

---

[11] Harkcom, D. "Institutional Research Center." Unpublished seminar paper. Minneapolis: University of Minnesota. January 1970. p. 1-2.

Harkcom then proposed the following plan and rational for a research center to respond to these problems.[12]

PLan For A Center



Why should an institutional research center occupy such a central position in an organization which traditionally emphasises teaching?

The thesis of this paper is that changes are in the making for two groups within the college: the student personnel worker and top administration. What role for each in the future within the institution? While the schematic presented preserves the traditional line arrangements of a college, the communication lines give some indication of expectations. First of all, the counseling " Division" or "Bureau" would no longer exist as a seperate operational entity, employing counselors to carry out a seperate program. They would become counseling offices....places....rather than missions. Other than a head or chief counselor, all counselors would hold joint appointments with the teaching divisions of the college. They would be expected to carry on as teachers---carrying loads when needed.

---

[12]Harkcom, Ibid. pp. 4-6

Having counselors teach is not an attempt to give in to the old maxim that unless a counselor teaches, he cannot understand the problems of the classroom. The point to be achieved is one of faithful communication.

This approach to injecting the research function into the institution is a practical one. Some may say that it would be impossible to get faculty to do any work on the research projects of the institution. If we can expect, and get, faculty participation on committees, why not in research?* These same committees which are staffed by faculty make decisions regarding the vital operations and policies of the institution now. In most cases, they also plead for information. Think of how much more meaningful their deliberations would be if they had access to the output of a research unit. Also, these committees would very likely become one of the chief sources of propositions presented for investigation.

The addition of the research center to the college structure, involving a large number and variety of staff, would solve two problems now known. How to make the counselor and his skills more effective in the formation of educational policy and practice; and assuring top administration that their control over policy is not abandoned to imperfect faculty politics. Then too, educational accountability will soon find its way to the junior college. Grade point averages proving that some succeed or the placement figures for occupational students will no longer pass. What takes place in the lives of the large number who fit into neither catagory will have to be answered as well.

Bromley touched later on the theme of faculty involvement and finances:[13]

> Although research in the junior college is receiving increased emphasis, it still has extremely limited staff and funds. Several of the surveys cited above inquired about the status and size of the budgets for research activities in the community junior college. The results were not particularly consistent, but they showed that, if a research office received from 3 to 5% of the college budget, it enjoyed extremely favorable funding. In many instances, funds were as low as 0.5% of the total budget. Pieper (3) reported that two-year colleges with a research office spend an average of 0.83% of the college budget on this function and that over two-thirds of the research budget is for salaries.

---

[13] Bromley, A. "Research and Faculty Involvement in a Junior College." The Practitioner Views Institutional Research. (Young Park, editor) Los Angeles: ERIC, Graudate School of Education, University of California, February 1972. p. 43.

* Italics, the editor's.

Even with these limitations, a viable program of institutional research can be developed if the researcher uses the talents of the faculty and the administrative staff.

Critical Factors. Two factors are essential if faculty-administrator-student involvement is to be a positive experience:

1. the philosophical environment of the institution toward research and the support by the other administrators are key factors; both are necessary to engage faculty and students in cooperative or college research activities.
2. as community junior colleges have always prided themselves on being primarily teaching institutions the image of the research office must be on of service, cooperation, and availability for assistance to faculty and/or students.

And Marsee, writing as a college president, said it in 1965 in a fashion few would argue with today:[14]

> Institutional research programs must involve and have the cooperative acceptance and participation of the faculty and administration. To assist the research coordinator in the determining of priority of studies, of the assignment of responsibilities, and of the evaluation of results, a research committee is essential. This research center must provide technical and professional services to all faculty and administrators.

Perhaps the most subtle and most difficult problem lies in obtaining the people who can get the job done. Walker recently examined this problem in a slightly larger context:[15]

> Underlining the fact that the present dearth of adequately trained personnel is not likely to improve unless the Office of Education doubles and redoubles its support, and that the situation is worsening, Dr. Clark warns, "The time has passed when those of us in the field should be engaged in arguments about whether or not to place emphasis on the training of research personnel or development personnel. We should all concentrate on the acquisition of some reasonable level of support for the training of a wide variety of personnel skilled in research, development, and evaluation in the field of education."

---

[14] Marsee, S.E. "A President's View of Institutional Research." Junior College Journal. Washington D.C.: American Association of Junior Colleges. May 1965. pp. 24-25.

[15] Walker, K. "A Critical Commentary on Current Educational Research Training". Educational Researcher. Washington D. C.: Newsletter of the American Educational Research Association. XXI: February 1970.

> The paucity of funds and the impending crisis has caused us to divert our concern from the essential problem to arguments about (1) whether it is possible to train development personnel, or (2) whether if one has a limited amount of funds he should put in on research personnel as contrasted with development personnel or evaluation personnel. These are subsidiary questions provoked by the bad state of training support in the field. The primary question is a revival of interest in research training for education which is responsive to the personnel demand we know we will be facing over the next decade.

STATUS TODAY:

There has been a recent summing of efforts made by Los Angeles City College over a protracted period of self study. Gold observed:[16]

> One of the nation's oldest and largest junior college, 43-year old Los Angeles City College, serves a heterogeneous population of 20,000 students-all commuters-on its downtown campus.
>
> What effect does the college have on these people? Like almost every other educational institution asking itself this question, LACC has been hard pressed to come up with the answer. The first step was to establish the LACC Research Office to assist in the effort. Research was originally assigned to the Counseling Center, where it remained until 1966 when the Research Office was established as a separate entity. From a highly biased point of view, let us examine the strengths and weaknesses of the LACC instututional research endeavors.
>
> On the credit side we think we have made an impact on decision making. For example, remedial and developmental programs have been initiated and revised in accordance with studies evaluating needs and program effectiveness; student surveys based on random sampling designs have helped validate or reject claims of student support for certain issues; in-depth analysis of transfer performance has led to correction of curriculum and course inadequacies; persistence and academic performance studies analyzed by subgroups have helped to quiet extravagant claims of prejudice; a survey of faculty attitudes during an attempted student strike presented administrators with guidelines for future actions; studies of entrance examination performance and procedures have led to their modification.

---

[16] Gold, B. "Institutional Research at Los Angeles City College," The Practitioner Views Institutional Research. (Young Park, editor). Los Angeles: ERIC, Graduate School of Education, University of California. February 1972. pp. 35-40.

On the debit side we have a long way to go to fulfill the objective of "stimulating, coordinating, and acting as consultant for campus-wide institutional research efforts." The Research Office produces about 90% of all campus studies. Administrative reorganizations, with possibilities of instructional released time, will, we hope, improve the research output of other segments of the campus community. A closely related shortcoming is the small number of studies specifically on instructional outcomes. Obviously, with an office working on a budget of less than a half per cent of the college's operating budget, not everything can be done, and we still need continuing revisions of priorities.

RECOMMENDATIONS

Assuming that some who read this article are about to begin an institutional research office, we offer these guidelines from our experience:

1. strive to make the office image that of a service agency to the college (especially the faculty), not a bureaucracy
2. concentrate your efforts on campus problems and issues, not on the "nature of the universe"
3. set up data-collection procedures with specific purposes in mind-not just collection of data for its own sake

Another development is worthy of note--the multi-institutional approach to assessment. Specifically Elsinor reported that colleges associated with the League for Innovation have met and agreed to implement a model demonstration project involving on-going research that would assess: 1. resource allocation; 2. student potential; 3. (student) achievement; 4. curriculum needs and priorities. and 5. the college's impact on the community.[17]

Dissemination and consumption of research products remain as critical problems. Rouche, in describing the role of ERIC and of the president of any college, made several telling observations. "Perhaps junior colleges keep 'reinventing the wheel' because they are unaware of the research findings and activities of others." "The uncollated research findings and undisseminated reports of one college's procedureal successes and failures naturally had had no effect on the decisions made by other educational institutions." "How successful this dissemination (by ERIC) can be depends upon the willingness of junior colleges to share their research successes and failures with the junior college community."[18]

---

[17] Elsner, P. "Foreword." The Practitioner Views Institutional Research. (Young Park, editor). Los Angeles: ERIC, Graduate School of Education, University of California. February 1972.

[18] Rouche, J. "The President and Institutional Research," The Junior College President. (B.Lamar Johnson, editor.) Los Angeles: Occasional Report No. 13, Junior College Leadership Training Program, University of California. May 1969. pg 126.

CONCLUSION:

Canfield once compared schools and hospitals to point out the basic attitude of education to both students and research. He wrote:[19]

> Schools are much like hospitals -- both being characterized by the diagnosis, treatment, and evaluation of human needs, one for health and the other for education. Schools differ from hospitals in that every student gets essentially the same treatment method (lecture/ textbook), and treatment failures are explained largely on the basis of student (patient) inadequacies. This is a little like saying that our treatments are fine but we keep getting the wrong patients (students). If medical men had failed to persistently research and evaluate their treatment for disease, 'bleeding' could have persisted as a standard treatment routine.

Basic questions in the two year college field remain unanswered if structured and are often unstructured. These questions are much more sophisticated than asking how well do transfer students do, though they seem almost necessarily to start with that particular question or the related one of how well do vocational students do in gaining entry into and succeeding in an occupation related to training.

This paper would stress that it has been far too easy to hide behind finances and faculty as the reasons not much of significance has been done about self assesment in the two year colleges. Given a proper understanding of the purposes of institutional research, there are ways to find money and personnel to get at the job.

The two year colleges of the country, as with other basic educational institutions, have rested on the public having accepted two basic assumptions and which that public is now coming increasingly to question the validity of. These assumption are: 1. we educate; and 2. this education is of value. This paper asserts these assumptions are valid, and they can be demonstrated as facts. To do so in the two year colleges the services, skills and understandings of the student personnel services units must be marshalled. It is equally critical that these same "service" units assess collective practices and assertions. We must and we can move away from pontification and assumption and towards performance and proof of it.

---

[19] Canfield, A. "Time for Institutional Research," Junior College Research Review, II. December 1967.